DOCUMENT RESUME

ED 143 877 95 CE 012 576

AUTHOR	Lowry, Cheryl Meredith; And Others
TITLE	Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
CONTRACT	NE-C-00-3-0079
NOTE	26p.; For related documents see CE 012 561-563 and CE 012 568-576
AVAILABLE FROM	Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (four filmstrip/cassette tapes with scripts, RD 119K, $15.00; 12-item set, RD 119, $80.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Planning; Filmstrips; *Guidance Programs; *Management Systems; *Occupational Guidance; Program Descriptions; Program Development; *Scripts; Secondary Education
IDENTIFIERS	Career Development Units; Career Planning Support System

ABSTRACT

Transcripts for each of four audiovisual presentations, components of the Career Planning Support System (CPSS), are contained in this package. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) Titles of the transcripts and corresponding audiovisual presentations (filmstrips/cassette tapes) are (1) "An Orientation to CPSS," designed to orient interested persons or special groups to CPSS; (2) "Shaping Program Goals," an overview of how the needs and resource assessments lead to goals for a school; (3) "Behavioral Objectives," an instructional audiovisual on objectives, to be used in conjunction with the behavioral objectives manual (CE 012 573) and also designed for use as a general guide to writing behavioral objectives, and (4) "Producing CDUs," an overview of the career development unit (CDU) process, intended for the CPSS steering committee and for the persons who will write CDUs. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED143877

AUDIOVISUAL SCRIPTS

FOR

CPSS

CAREER PLANNING SUPPORT SYSTEM

PRODUCER: PAUL SHALTRY

SCRIPT WRITERS: CHERYL MEREDITH LOWRY
JENNIFER HEDGES

MEDIA DIRECTOR: DAN KRIVICICH

AUDIO TECHNICIAN: TIM NEWCOME

NARRATOR: PAUL M. HOGAN

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE 012 576

AUDIOVISUAL SCRIPTS

THIS PACKAGE CONTAINS TRANSCRIPTS FOR EACH OF THE FOUR AUDIOVISUAL PRESENTATIONS. BY HAVING THESE TRANSCRIPTS YOU SHOULD BE ABLE TO MANUALLY SYNCHRONIZE ANY OF THE FOUR PRESENTATIONS BY ADVANCING THE FILMSTRIP EACH TIME A SLASH MARK (/) APPEARS IN THE RIGHT HAND COLUMN OF THE TEXT THAT IS TITLED "AUDIO." IF A TAPE RECORDER IS NOT AVAILABLE YOU MAY READ THE TEXT AND MANUALLY ADVANCE THE FILMSTRIP.

SLIDE	AUDIO
1. Start and focus	
2. CVE presents	OPENING MUSIC. (START TAPE. IF YOU ARE USING THE MANUAL ADVANCE, ADVANCE IT THREE TIMES DURING THE MUSIC.)
3. An orientation to . . .	
4. The Career Planning Support System	
5. A group of students	STUDENTS WON'T BE STUDENTS FOREVER. SOONER OR LATER THEY WILL HAVE TO MAKE THEIR OWN WAY IN THE WORLD OUTSIDE THE HIGH SCHOOL./
6. Students thinking about occupations	FOR NEARLY ALL OF THEM, MAKING THEIR OWN WAY IN THE WORLD INVOLVES PREPARING FOR SELECTING A SATISFYING CAREER. BUT MAKING CAREER DECISIONS FOR THE FIRST YEARS AFTER HIGH SCHOOL IS NOT ENOUGH./
7. A man leaving an employment agency	OUR COMPLEX SOCIETY DEMANDS THAT PEOPLE BE PREPARED FOR CHANGES IN THEIR CAREERS THROUGHOUT THEIR WORKING LIVES./
8. A group of people meeting	HELPING STUDENTS PREPARE TO MAKE THEIR FIRST CAREER DECISIONS, AS WELL AS HELPING THEM THINK ABOUT THEIR LONG-RANGE CAREER GOALS, IS A MAJOR RESPONSIBILITY OF OUR NATION'S SCHOOLS./
9. A perplexed group looking over materials	UNFORTUNATELY, MOST HIGH SCHOOLS ARE AT A LOSS IN DEVELOPING GOOD CAREER GUIDANCE PROGRAMS./
10. Graduate with a diploma and question marks	AND RECENT NATIONAL SURVEYS HAVE SHOWN THAT YOUNG PEOPLE HAVE GREAT DIFFICULTY LAUNCHING SATISFYING CAREERS./

11. Man at desk with paperwork	IT'S NO WONDER THAT, EVEN WITH THE BEST OF INTENTIONS, SCHOOLS HAVE HAD DIFFICULTY DESIGNING AND IMPLEMENTING CAREER GUIDANCE PROGRAMS THAT WORK. THEY'VE HAD TO WRESTLE WITH THORNY QUESTIONS LIKE:/
12. Copy: What to offer?	HOW CAN A SCHOOL BEST DECIDE WHAT CAREER PLANNING SERVICES SHOULD BE PROVIDED FOR STUDENTS?/
13. Copy: How to organize?	HOW CAN A SCHOOL BEST ORGANIZE TO OFFER THESE SERVICES?/
14. Split: Students/copy: Is it reaching all students?	HOW CAN A SCHOOL BE CERTAIN THAT ALL ITS STUDENTS ARE BEING SERVED?/
15. Cornucopia of resources	HOW CAN A SCHOOL BE CERTAIN THAT IT IS TAKING ADVANTAGE OF ALL ITS RESOURCES FOR PROVIDING CAREER PLANNING SERVICES?/
16. Copy: How much to offer?	DOES A SCHOOL'S RESPONSIBILITY END WHEN IT PASSES OUT DIPLOMAS? OR SHOULD IT HELP STUDENTS MAKE THE TRANSITION TO JOBS OR FURTHER EDUCATION?/
17. Split: Copy: Is the plan working?/A happy graduate, a sad graduate	HOW CAN A SCHOOL KNOW THAT ITS CAREER GUIDANCE PROGRAM IS WORKING?/
18. Split: Four different schools	SCHOOLS NEED HELP IN ANSWERING THESE QUESTIONS. AND THE "RIGHT" ANSWERS DEPEND VERY MUCH ON THE PARTICULAR SITUATION OF EACH SCHOOL AND COMMUNITY./
19. The CVE logo	IN RESPONSE TO THIS NEED, THE CENTER FOR VOCATIONAL EDUCATION AT THE OHIO STATE UNIVERSITY HAS DEVELOPED THE CAREER PLANNING SUPPORT SYSTEM—CPSS, FOR SHORT./
20. Map of U.S. with CPSS sites colored in	THE SYSTEM HAS BEEN TESTED IN NEARLY 50 SCHOOLS IN 14 STATES TO MAKE SURE THAT IT DOES WHAT IT WAS DESIGNED TO DO./

21. Split: Four different schools	CPSS IS DESIGNED TO HELP SCHOOLS ANSWER QUESTIONS, LIKE THOSE MENTIONED EARLIER, IN A WAY THAT MAKES SENSE IN THEIR PARTICULAR SITUATIONS. CPSS DOES NOT TELL A SCHOOL WHAT KIND OF CAREER GUIDANCE PROGRAM IT SHOULD HAVE./
22. Student walking up steps of a school	INSTEAD, IT SHOWS A SCHOOL HOW TO DESIGN ITS OWN KIND OF PROGRAM—ONE THAT MEETS THE NEEDS OF ITS OWN STUDENTS AND THAT REFLECTS THE OPINIONS OF ITS OWN GRADUATES, FACULTY-STAFF AND PARENTS./
23. Copy: Systems approach/with systems diagram and resources	IT DOES SO IN A SYSTEMATIC WAY THAT HELPS A SCHOOL MEET MOST IMPORTANT NEEDS FIRST—ALL WITHIN THE BOUNDS OF AVAILABLE RESOURCES IN THE SCHOOL AND THE COMMUNITY./
24. Colored cube	IN ADDITION, CPSS PROVIDES PROCEDURES FOR MULTI-LEVEL EVALUATION THAT HELPS A SCHOOL DETERMINE WHETHER ITS PROGRAM IS WORKING./
25. Students rearranging parts of a cube	IT ALSO PROVIDES A "RECYCLING" MECHANISM TO HELP INSURE THAT THE SCHOOL WILL KEEP PACE WITH CHANGES IN ITS STUDENT BODY, THE COMMUNITY, AND SOCIETY ITSELF./
26. A graphic numeral 2	CPSS HAS TWO MAJOR PARTS. EACH PART IS DIRECTED AT SOMETHING IMPORTANT, BUT LACKING, IN NEARLY ALL OTHER GUIDANCE SYSTEMS./
27. Copy: Procedural system	THE FIRST IS A PROCEDURAL SYSTEM THAT SHOWS A SCHOOL STEP-BY-STEP HOW TO DESIGN A NEW CAREER GUIDANCE PROGRAM, HOW TO IMPLEMENT IT, AND HOW TO EVALUATE IT./
28. Hands taking CPSS materials out of a box	PROCEDURAL GUIDES, AUDIOVISUAL PRESENTATIONS, QUESTIONNAIRES, MANUALS, AND STAFF TRAINING MATERIALS PROVIDE ALL THE INFORMATION A SCHOOL NEEDS TO DESIGN, IMPLEMENT, AND EVALUATE AN UPGRADED GUIDANCE PROGRAM./

29. Parent handbook, counselor's handbook, and instructional unit	THE SECOND PART OF CPSS IS A GROUP OF THREE CONTENT-RELATED, INSTEAD OF PROCEDURAL, GUIDANCE MATERIALS./
30. Silhouettes of students with equal signs superimposed over them.	ONE IS A HANDBOOK ABOUT HOW PARENTS CAN HELP THEIR DAUGHTERS OVERCOME SEX STEREOTYPING IN CHOOSING AND PREPARING FOR CAREERS./
31. Student walking between her parents	ANOTHER IS A HANDBOOK DESIGNED FOR COUNSELORS. IT SHOULD HELP THEM INCORPORATE INTO GUIDANCE ACTIVITIES THE EFFORTS OF STUDENTS' FRIENDS AND RELATIVES WHO ARE INFLUENTIAL IN THE CAREER-DECISION MAKING OF INDIVIDUAL STUDENTS./
32. Instructor helping students learn a five-step problem-solving process	THE THIRD IS AN INSTRUCTIONAL UNIT DESIGNED TO HELP STUDENTS PREPARE TO SOLVE PROBLEMS THEY ARE LIKELY TO ENCOUNTER ON THEIR FIRST JOB./
33. Copy: Procedural System + Parent Handbook + Counselor's Handbook CPSS	TOGETHER, THE PROCEDURAL SYSTEM AND THESE CONTENT-RELATED GUIDANCE MATERIALS MAKE UP CPSS./
34. A book marked CPSS with one page half-turned	TO HELP YOU BETTER UNDERSTAND CPSS, LET'S WALK THE SYSTEM THROUGH A TYPICAL HIGH SCHOOL./
35. Copy: 1. Decision and organization	THE FIRST STEP MAY BE CALLED DECISION AND ORGANIZATION, DURING WHICH A SCHOOL DECIDES TO USE CPSS AND ORGANIZES TO DESIGN ITS NEW GUIDANCE PROGRAM./
36. Committee at table with chalkboard behind them	ONE FACULTY-STAFF MEMBER (PROBABLY A GUIDANCE COUNSELOR) AGREES TO MANAGE THE PROJECT AND IS DESIGNATED THE CPSS COORDINATOR./
37. Group meeting at a table	SEVERAL COMMITTEES ARE FORMED, AMONG THEM A STEERING COMMITTEE AND AN ADVISORY COMMITTEE. THE STEERING COMMITTEE IS COMPOSED OF FACULTY-STAFF MEMBERS AND STUDENTS AND OVERSEES THE ENTIRE CPSS PROJECT./

38. Heads of adults	THE ADVISORY COMMITTEE IS COMPOSED OF INTERESTED MEMBERS OF THE COMMUNITY./
39. Group meeting	IN ADDITION, SEVERAL OTHER TEMPORARY WORKING COMMITTEES ARE FORMED TO FOLLOW THE PROCEDURAL STEPS FOR PUTTING THE CPSS PLAN INTO ACTION./
40. Copy: Needs and Resource Assessment	THE SECOND STEP OF CPSS IS NEEDS AND RESOURCE ASSESSMENT./
41. Student filling out a questionnaire	DURING THIS STEP, STUDENTS, FACULTY-STAFF, PARENTS AND RECENT GRADUATES ARE ASKED TO COMPLETE QUESTIONNAIRES AIMED AT IDENTIFYING WHAT CAREER DEVELOPMENT SKILLS THE STUDENTS DO NOT YET HAVE AND WHAT THE HIGH SCHOOL SHOULD BE EMPHASIZING IN ITS CAREER GUIDANCE PROGRAM./
42. Committee taking stock of resources	ALSO DURING THIS STEP, A WORKING COMMITTEE OF STUDENTS AND FACULTY-STAFF MEMBERS TAKES STOCK OF WHAT RESOURCES ARE AVAILABLE TO HELP STUDENTS DEVELOP CAREER DEVELOPMENT SKILLS./
43. Split: Students/students looking at community resources	RESOURCES ARE CONSIDERED TO BE PEOPLE, TIME, MATERIALS, MONEY, AND EQUIPMENT IN THE COMMUNITY, AS WELL AS IN THE SCHOOL./
44. Copy: 3. Goals and objectives	THIS INFORMATION ABOUT STUDENT NEEDS AND THE RESOURCES AVAILABLE TO MEET THEM IS USED IN THE THIRD STEP OF CPSS./
45. Copy: Goal: Tenth grade students will be able to fill out job application forms	GOALS FOR THE NEW PROGRAM ARE WRITTEN TO MEET EACH STUDENT NEED THAT SHOWED UP IN THE NEEDS ASSESSMENT./
46. The Student Questionnaire with numbers of priority	THEN THEY ARE RANKED ACCORDING TO THEIR IMPORTANCE SO THAT THE SCHOOL CAN ATTACK FIRST ITS MOST PRESSING GUIDANCE PROBLEMS FOR WHICH IT HAS RESOURCES./

47. A line marked behavioral objectives stretching from start to finish	SPECIFIC STUDENT OBJECTIVES ARE WRITTEN FOR EACH GOAL. THESE OBJECTIVES SPELL OUT WHAT STUDENTS SHOULD BE ABLE TO DO AFTER SUCCESSFULLY COMPLETING EACH GUIDANCE ACTIVITY./
48. Copy: Career development units	DURING THE NEXT STEP, STEP FOUR, CDUs ARE DEVELOPED. CDU STANDS FOR CAREER DEVELOPMENT UNIT./
49. Puzzle only partly completed	EACH CDU IS A DETAILED STRATEGY THAT DESCRIBES HOW THE SCHOOL WILL HELP STUDENTS MEET THE OBJECTIVES FOR GOALS THAT WERE WRITTEN IN STEP 3./
50. Circle labeled Career Development Unit	AMONG OTHER THINGS, EACH CDU STATES WHAT RESOURCES THE SCHOOL AND COMMUNITY ARE GOING TO USE TO HELP STUDENTS. THE CPSS CONTENT-RELATED MATERIALS, MENTIONED EARLIER, MAY WELL BE INCLUDED AS PART OF A CDU./
51. Handbook of methods	CPSS ALSO SUGGESTS A SCHOOL USE A GENERAL REFERENCE, CALLED *A HANDBOOK OF GUIDANCE METHODS*, THAT SHOULD HELP IT CHOOSE WAYS TO HELP ITS STUDENTS DEVELOP CAREER SKILLS./
52. Hand listing another CDU	THE SCHOOL IMPLEMENTS ONE CAREER DEVELOPMENT UNIT AFTER ANOTHER, AS ITS RESOURCES PERMIT./
53. Copy: 1. CDU Evaluation 2. Annual Review 3. Reassessment	THE LAST STEP OF CPSS IS <u>EVALUATION AT THREE LEVELS</u>./
54. Student filling out critique	FIRST, INDIVIDUAL CAREER DEVELOPMENT UNITS ARE EVALUATED EACH TIME THEY ARE COMPLETED./
55. Calendar pages	ANOTHER EVALUATION TAKES PLACE ANNUALLY. IT IS A REVIEW OF THE CAREER GUIDANCE PROGRAM AS A WHOLE. THE SCHOOL DECIDES WHETHER CURRENT CDUs SHOULD BE CHANGED AND WHETHER OTHER CDUs SHOULD BE ADDED TO THE PROGRAM./

56. Committee meeting with percentages of student need written on chalkboard	THE THIRD LEVEL OF EVALUATION IS CONDUCTED APPROXIMATELY EVERY TWO YEARS. THE STUDENT AND GRADUATE QUESTIONNAIRES ARE READMINISTERED SO THAT THEIR RESULTS CAN BE COMPARED WITH THE LAST NEEDS ASSESSMENT. IF THE COMPARISON SHOWS THAT STUDENT NEEDS HAVE BEEN REDUCED IN THE AREAS ATTACKED BY CAREER DEVELOPMENT UNITS, THEN THE PROGRAM IS WORKING. IF NOT, THEN THE COMPARISON WILL HELP THE COMMITTEE DECIDE WHAT CHANGES NEED TO BE MADE./
57. School building with future students going in front door, graduates of '77 coming out back door	THIS THIRD LEVEL OF EVALUATION MAKES IT POSSIBLE FOR THE SCHOOL TO REMAIN RESPONSIVE TO CHANGES INDEFINITELY. IT KEEPS THE GUIDANCE PROGRAM FROM STAGNATING, A MAJOR PROBLEM WITH TRADITIONAL GUIDANCE PROGRAMS./
58. Split: A line of students waiting for a guest lecturer/community resources	TO SUM UP: CPSS IS A SYSTEMS APPROACH THAT ENCOURAGES EFFICIENT USE OF RESOURCES IN BOTH THE SCHOOL AND COMMUNITY./
59. Group of students	CPSS HELPS A SCHOOL DESIGN A PROGRAM THAT IS BASED ON THE NEEDS OF STUDENTS IN THAT PARTICULAR SCHOOL./
60. Student standing in front of a career information board	CPSS INCORPORATES PARTS OF THE EXISTING GUIDANCE PROGRAM SHOWN TO BE ALREADY MEETING SOME STUDENT NEEDS./
61. Two groups of students	CPSS IS STUDENT-CENTERED AND SERVES ALL STUDENTS./
62. A group of student surrounded by a circle of arrows with a dollar bill as background	CPSS IS RELATIVELY LOW IN COST AND HAS A BUILT-IN RECYCLING SYSTEM./
63. Center and names of states that participated in CPSS' development	CPSS HAS BEEN CAREFULLY FORMULATED THROUGH RESEARCH, DEVELOPMENT, AND FIELD-TESTING./

64. Students' heads	THERE IS EVERY INDICATION THAT CPSS CAN HELP YOUR SCHOOL MEET THE CAREER DEVELOPMENT NEEDS OF ALL STUDENTS./
65. CPSS in block letters	FOR MORE INFORMATION ABOUT CPSS, CHECK THE PRINTED MATERIALS ACCOMPANYING THIS PRESENTATION./
66. The End	
67. Disclaimer and sponsor credit frame	
68. Production credit frame	

SLIDE	AUDIO
1. Start and focus	
2. CVE presents	OPENING MUSIC. (START TAPE. IF YOU ARE USING THE MANUAL ADVANCE, ADVANCE IT THREE TIMES DURING THE MUSIC.)
3. CPSS	
4. Shaping Program Goals	
5. Three persons talking in the foreground; one approaching from behind	YOU BEGIN DEVELOPING AN EFFECTIVE CAREER GUIDANCE PROGRAM BY DETERMINING THE CAREER DEVELOPMENT NEEDS OF YOUR STUDENTS AND TRANSLATING THEM INTO GOALS./
6. Students looking at community collage	ALSO, YOU FIND OUT WHAT RESOURCES ARE AVAILABLE IN YOUR SCHOOL AND COMMUNITY TO MEET THOSE NEEDS./
7. Students erecting building Copy: Needs and Resource Information	ONCE GATHERED, THIS INFORMATION WILL SERVE AS THE FOUNDATION FOR DEVELOPING YOUR CAREER GUIDANCE PROGRAM./
8. (Student standing in front of a career information board	IT WILL ALSO HELP YOU FIND OUT WHAT STUDENT NEEDS YOUR CURRENT PROGRAM IS ALREADY MEETING./
9. Five people seated at a table pondering materials	GATHERING THIS INFORMATION YOURSELF IS MORE TIME-CONSUMING THAN SIMPLY READING IN A BOOK WHAT YOUR SCHOOL'S NEEDS AND RESOURCES ARE LIKELY TO BE.
10. Four different schools	BUT, SINCE NO TWO SCHOOLS ARE ALIKE, THE NEEDS AND RESOURCES DESCRIBED IN BOOKS/
11. One school highlighted from No. 10	MAY NOT BE ACCURATE FOR YOUR SCHOOL./

12. Another collage of the community	CPSS ENABLES YOU TO SHAPE YOUR PROGRAM TO YOUR STUDENTS' NEEDS AND THE RESOURCES IN YOUR SCHOOL AND COMMUNITY./
13. Task force around a table	IT IS THE JOB OF THE NEEDS ASSESSMENT TASK FORCE AND THE RESOURCE ASSESSMENT TASK FORCE TO COMPILE THIS INFORMATION./
14. Copy: Needs Assessment	LET'S TAKE A LOOK AT WHAT MEMBERS OF THE NEEDS ASSESSMENT TASK FORCE WILL DO TO FIND OUT YOUR STUDENTS' NEEDS./
15. Two people exchanging paper	THEIR FIRST STEP WILL BE TO ADMINISTER QUESTIONNAIRES TO FOUR GROUPS OF PEOPLE/
16. Four people in panels	STUDENTS, PARENTS, FACULTY-STAFF, AND RECENT GRADUATES./
17. Student completing questionnaire	STUDENTS WILL BE ASKED WHICH CAREER SKILLS THEY HAVE ALREADY MASTERED AND WHICH ONES THEY HAVE NOT. THEY WILL ALSO BE ASKED ABOUT THEIR FUTURE PLANS./
18. Three people with survey	PARENTS AND FACULTY-STAFF WILL BE ASKED WHAT CAREER SKILLS THEY THINK YOUR SCHOOL SHOULD EMPHASIZE./
19. Policeman behind desk	GRADUATES WILL BE ASKED WHICH CAREER SKILLS THE HIGH SCHOOL DID NOT HELP THEM DEVELOP./
20. Task force from No. 13	ONCE ALL THE QUESTIONNAIRES HAVE BEEN FILLED OUT, THE NEEDS ASSESSMENT TASK FORCE WILL TABULATE THEM./
21. Stack of surveys, equal sign, 1, 2, 3, 4	TABULATION IS A PROCESS THAT SUMMARIZES THE RESPONSES ON THE QUESTIONNAIRES. RESPONSES TO EACH QUESTION ARE COUNTED AND CONVERTED TO PERCENTAGES./
22. Table filled in	THESE PERCENTAGES ARE RECORDED ON TABLES AND BECOME THE BASIS FOR SETTING GOALS./

23. Empty room	ONCE IT HAS COMPLETED THESE TASKS, THE NEEDS ASSESSMENT TASK FORCE WILL DISBAND./
24. Copy: Resource Assessment	AT THE SAME TIME THE NEEDS ASSESSMENT TASK FORCE IS DOING ITS WORK/
25. Collage of people and resources	THE RESOURCE ASSESSMENT TASK FORCE WILL BE TAKING STOCK OF THE RESOURCES IN YOUR SCHOOL AND COMMUNITY./
26. Group of 3 people highlighted from No. 25	RESOURCES ARE CONSIDERED TO BE PEOPLE WHO CAN PROVIDE SPECIAL SERVICES,/
27. Person in hard hat highlighted from No. 25	CAREER-RELATED PROGRAMS ALREADY IN THE SCHOOL OR OFFERED BY LOCAL AGENCIES,/
28. Film and books highlighted from No. 25	MATERIALS LIKE APPROPRIATE BOOKS, PAMPHLETS, AND FILM STRIPS,/
29. AV equipment highlighted from No. 25	EQUIPMENT LIKE PROJECTORS AND TAPE RECORDERS,/
30. Special-bound book labeled: Harrison High School Budget-1977	AND THE MONEY TO BUY THOSE THINGS THAT YOU NEED BUT DON'T HAVE./
31. Product form	THE MEMBERS OF THE RESOURCE ASSESSMENT TASK FORCE WILL LIST WHICH RESOURCES ARE AVAILABLE, WHEN THEY CAN BE USED, CONSTRAINTS ON THEIR USE, WHO IS IN CHARGE OF THEIR USE, AND SO ON./
32. Product form	THEY WILL ALSO PREPARE A LIST OF CURRENT CAREER DEVELOPMENT ACTIVITIES/
33. Student looking at map	AND A DESCRIPTION OF YOUR SCHOOL AND COMMUNITY THAT INCLUDES GEOGRAPHIC AND POPULATION STATISTICS./
34. Five people at table	WITH THIS BACKGROUND INFORMATION, PROGRAM PLANNING BY THE STEERING COMMITTEE SHOULD BE MORE ACCURATE AND REALISTIC./

35. Split: Empty room/adult doing paper work alone	HAVING ASSESSED RESOURCES THE TASK FORCE WILL DISBAND. HOWEVER, THE LEADER OF THE TASK FORCE WILL LATER PERFORM RESOURCE ACCOUNTING DUTIES—KEEPING TRACK OF WHAT RESOURCES ARE USED WHEN AND BY WHOM—ONCE YOUR NEW PROGRAM IS OPERATING./
36. Copy: Steering Committee meeting today	THE INFORMATION GATHERED BY BOTH THE RESOURCE ASSESSMENT AND NEEDS ASSESSMENT TASK FORCES IS THE BASIS UPON WHICH THE STEERING COMMITTEE WILL SET GOALS FOR YOUR NEW CAREER GUIDANCE PROGRAM./
37. Collage of students working	THESE GOALS WILL GIVE YOUR NEW PROGRAM DIRECTION AND STRUCTURE TO SERVE ALL STUDENTS./
38. Committee meeting	THE STEERING COMMITTEE'S FIRST STEP WILL BE TO REVIEW ALL THE INFORMATION FROM THE TASK FORCES AND THE GOAL STATEMENTS THAT CPSS PROVIDES FOR EACH QUESTION ON THE STUDENT QUESTIONNAIRE./
39. Percentages/Students/Copy	EACH GOAL REFLECTS A STUDENT NEED THAT COULD HAVE SHOWN UP ON THE QUESTIONNAIRE./
40. Split: two people - book closeup	THE STEERING COMMITTEE MAY ALSO WRITE TWO ADDITIONAL KINDS OF GOALS. SOME MAY REFLECT LOCAL OR STATE REQUIREMENTS FOR GUIDANCE PROGRAMS. OTHERS MAY BE GOALS THAT AREN'T REQUIRED BUT THAT COMMITTEE MEMBERS THINK SHOULD BE A PART OF YOUR NEW PROGRAM./
41. Survey with ranks	NEXT, THE STEERING COMMITTEE WILL RANK EACH OF THE GOALS ACCORDING TO HOW MANY STUDENTS HAVE THE NEED IT REFLECTS./
42. No. 41 with ranks highlighted	THEN THE COMMITTEE WILL CHOOSE GOALS FOR WHICH CAREER DEVELOPMENT UNITS WILL BE GENERATED. USUALLY, THESE ARE GOALS WITH THE HIGHEST RANK. IN MAKING ITS SELECTION, THE COMMITTEE SHOULD ALSO CONSIDER WHETHER THERE ARE RESOURCES AVAILABLE TO MEET THE GOAL./

43. New Slide 42 with arrows pointing to circled goals	THIS RANKING AND SELECTING PROCESS ALLOWS THE SCHOOL TO ADDRESS FIRST THOSE GOALS THAT ARE IMPORTANT AND THAT THE SCHOOL AND COMMUNITY CAN SUPPORT./
44. New Slide 42 with more goals circled (the two of next highest rankings) and arrows pointing to them, too	LATER, THE STEERING COMMITTEE CAN SELECT OTHER GOALS FOR IMPLEMENTATION AS MORE RESOURCES BECOME AVAILABLE./
45. Stacked resources, arrow, copy: goals	THE PRINCIPAL AND THE ADVISORY COMMITTEE CAN SELECT OTHER GOALS FOR IMPLEMENTATION AS MORE RESOURCES BECOME AVAILABLE./
46. Maze	AT THIS POINT, YOUR NEW CAREER GUIDANCE PROGRAM IS OFF TO A GOOD START./
47. Collage with people silhouetted	YOU CAN BE ASSURED THAT THE SERVICES YOUR SCHOOL WILL BE PROVIDING STUDENTS WILL TRY TO MEET THEIR MOST IMPORTANT NEEDS FIRST./
48. Balanced resources and goals	AND YOU KNOW THAT THERE ARE RESOURCES AVAILABLE TO SUPPORT THOSE SERVICES./
49. The End	
50. Disclaimer and sponsor credit frame	
51. Production credit frame	

SLIDE	AUDIO
1. Start and focus	
2. CVE presents	OPENING MUSIC. (START TAPE. IF YOU ARE USING THE MANUAL ADVANCE, ADVANCE IT THREE TIMES DURING THE MUSIC.)
3. The Career Planning Support System	
4. Copy: Behavioral Objectives	
5. Form with goals listed, stamped valid	YOUR SCHOOL HAS DETERMINED THE GOALS FOR YOUR CAREER DEVELOPMENT PROGRAM. THEY HAVE BEEN LISTED IN ORDER OF IMPORTANCE AND VALIDATED./
6. A maze with no particular path evident from START to FINISH	THESE GOALS GIVE YOU A BASIC IDEA OF WHERE YOU WANT TO GO. NOW YOU NEED TO CHOOSE A PATH TO GET THERE./
7. A maze with an arrow marked "BEHAVIORAL OBJECTIVES"	BEHAVIORAL OBJECTIVES DESCRIBE IN DETAIL WAYS TO REACH EACH GOAL./
8. Two young people pondering a bell-ringing device at a carnival	THESE OBJECTIVES ARE USEFUL FOR THREE REASONS: THEY TELL PROGRAM PARTICIPANTS WHAT IS EXPECTED OF THEM./
9. Student ringing the bell	THEY LET YOU KNOW WHAT TO EXPECT FROM THE PROGRAM./
10. Close up of the bell-ringing device	AND, SUCCESS IS MEASURABLE./
11. Copy: Goal: Students will know how to apply for a job	LET'S LOOK AT AN EXAMPLE. THIS GOAL IS WRITTEN IN GENERAL TERMS: "STUDENTS WILL KNOW HOW TO APPLY FOR A JOB."/
12. Copy: Behavioral Objective: Given three job application forms, the student will complete the forms without error	THIS BEHAVIORAL OBJECTIVE OUTLINES A SPECIFIC TASK: "GIVEN THREE JOB APPLICATION FORMS, THE STUDENT WILL COMPLETE THE FORMS WITHOUT ERROR."/

13. Diagram of several behavioral objectives heading to a goal	BEHAVIORAL OBJECTIVES BREAK GOALS DOWN INTO ATTAINABLE PARTS. THERE MAY BE MANY OBJECTIVES THAT CAN HELP STUDENTS REACH A GOAL./
14. Student filling out a job application form	TAKE THE GIVEN EXAMPLE. STUDENTS WILL KNOW HOW TO APPLY FOR A JOB. LEARNING TO COMPLETE JOB APPLICATION FORMS WITHOUT ERROR IS ONLY ONE SKILL STUDENTS MIGHT NEED./
15. Split screen: One half is a student reading want ads; other half is the student being interviewed	THEY ALSO MUST KNOW WHAT TO EXPECT IN A JOB INTERVIEW SITUATION AND WHAT JOB FINDING SOURCES ARE HELPFUL./
16. List: Actor Behavior Condition Degree of Success	WHEN CONSTRUCTING BEHAVIORAL OBJECTIVES, KEEP IN MIND THAT THEY HAVE FOUR PARTS: ACTOR, BEHAVIOR, CONDITION AND DEGREE OF SUCCESS./
17. Same slide as 16 with A, B, C, D, highlighted	THE FIRST FOUR LETTERS OF THE ALPHABET WILL HELP YOU REMEMBER THEM./
18. A student labeled "Actor"	"A" REPRESENTS THE ACTOR . . . THE PERSON OR GROUP OF PEOPLE WHO PERFORM THE ACTION./
19. Two groups of students; one in front of the other	USUALLY, BEHAVIORAL OBJECTIVES ARE WRITTEN WITH STUDENTS AS ACTORS./
20. Montage of adult heads	HOWEVER, OBJECTIVES CAN ALSO BE WRITTEN FOR TEACHERS, COUNSELORS, PARENTS OR MEMBERS OF THE COMMUNITY WHO ARE TO HELP STUDENTS ACHIEVE AN OBJECTIVE./
21. Percussion section of a marching band	"B" . . . THE BEHAVIORAL STATEMENT . . . DESCRIBES AN OBSERVABLE ACTION . . . SOMETHING THAT CAN BE SEEN OR HEARD./
22. Copy: A. know, understand, believe, trust B. describe, identify, list, compare	THE MOST IMPORTANT WORDS TO LOOK FOR ARE THE VERBS. ACTIONS DESCRIBED BY THE VERBS IN COLUMN "A" ARE NOT OBSERVABLE. BUT THOSE IN COLUMN "B" ARE BEHAVIORAL VERBS BECAUSE THE ACTOR CAN BE SEEN OR HEARD DESCRIBING, IDENTIFYING, LISTING, OR COMPARING./

23. List with "CONDITIONS" as central point, MATERIALS, INFORMATION, EXPERIENCES	THE LETTER "C" REPRESENTS CONDITIONS. THESE ARE MATERIALS, INFORMATION OR EXPERIENCES AN ACTOR NEEDS TO PERFORM THE DESIRED BEHAVIOR./
24. Blurred type with magnifying glass picking out "CLARIFY" in copy	THIS PORTION OF THE STATEMENT IS USED TO CLARIFY THE MEANING OF THE BEHAVIORAL OBJECTIVE./
25. Same as 10 with Degree of Success supered	"D" . . . DEGREE OF SUCCESS . . . DESCRIBES WHAT THE ACTOR MUST DO OR HOW WELL HE OR SHE MUST DO IT TO BE SUCCESSFUL./
26. Same as 12	NOTICE THE FOUR PARTS OF A BEHAVIORAL OBJECTIVE IDENTIFIED IN THE EXAMPLE:/
27. Copy: Given three job application forms	"C" IS THE CONDITION, THE JOB APPLICATION FORMS THE STUDENT NEEDS TO COMPLETE THE OBJECTIVE./
28. Copy: Given three job application forms, the student	"A" STANDS FOR ACTOR, THE STUDENT IN THIS CASE./
29. Copy: Given three job application forms, the student will complete the forms	"B" IS THE BEHAVIOR THE STUDENT WILL PERFORM: COMPLETE THE FORMS./
30. Copy: Given three job application forms, the student will complete the forms without error	"D" DESCRIBES HOW WELL THE STUDENT MUST COMPLETE THE FORMS TO BE SUCCESSFUL . . . WITHOUT ERROR./
31. Blocks with ABCD on them	YOU HAVE VIEWED THE GENERAL STRUCTURE OF BEHAVIORAL OBJECTIVES. DEVELOPING GOOD ONES, HOWEVER, IS NOT EASY./
32. Copy: Behavioral Objectives 1. Enabling 2. Criterion	WHEN WRITING BEHAVIORAL OBJECTIVES YOU MAY NEED TO MAKE A DISTINCTION BETWEEN THE TWO TYPES: ENABLING AND CRITERION. THIS WILL HELP YOU ARRANGE OBJECTIVES LOGICALLY./
33. Building being constructed with "enabling objectives" written on the foundation	ENABLING OBJECTIVES ARE LIKE THE FOUNDATION OF A BUILDING . . . A SUPPORT NEEDED BEFORE THE STRUCTURE CAN BE BUILT./

34. Same student as 14 with a puzzled expression	CONSIDER THE EXAMPLE AGAIN. BEFORE A STUDENT CAN FILL OUT JOB APPLICATION FORMS ACCURATELY AND COMPLETELY, CERTAIN INFORMATION AND SKILLS ARE NEEDED./
35. Application form with "reference" and "experience" questions highlighted	STUDENTS MAY NEED TO CHOOSE PEOPLE AS REFERENCES AND COMPILE DETAILS ABOUT THEIR EDUCATIONAL AND WORK EXPERIENCES./
36. Same as 32 with "1. Enabling" highlighted	THESE PREREQUISITES COULD BE ENABLING OBJECTIVES./
37. Same as 20	THE ACTOR IN ENABLING OBJECTIVES MAY ALSO BE TEACHERS, COUNSELORS, PARENTS AND OTHERS BECAUSE/
38. Split screen: A teacher in a library, the teacher in the classroom	THOSE PEOPLE WHO ARE TO HELP STUDENTS ACHIEVE AN OBJECTIVE MAY THEMSELVES NEED TO HAVE ADDITIONAL INFORMATION OR A SPECIAL ABILITY FIRST./
39. Student with spotlight on her face	CRITERION OBJECTIVES ALWAYS HAVE STUDENTS AS ACTORS BECAUSE THE FOCUS OF YOUR CAREER DEVELOPMENT PROGRAM IS ON STUDENTS, AND WHAT THEY SHOULD ACHIEVE./
40. Same as 32, with "2. Criterion" highlighted	CRITERION OBJECTIVES DEFINE THE KNOWLEDGE, SKILLS AND ATTITUDES THAT ARE NEEDED BY A STUDENT TO ACHIEVE GOALS./
41. Hands labeled "goals bending bar labeled "structure"	THE STRUCTURE OF YOUR PROGRAM IS FLEXIBLE, AND DEPENDS ON YOUR GOALS./
42. Diagram. One goal with one criterion objective, another goal with two objectives	A GOAL MAY BE ACHIEVED WITH ONE OR SEVERAL CRITERION OBJECTIVES./
43. Diagram. One goal with one criterion objective standing alone, another criterion objective with several enabling objectives	A CRITERION OBJECTIVE MAY OR MAY NOT REQUIRE ENABLING OBJECTIVES./
44. Blocks, as in 31, but tattered	BEHAVIORAL OBJECTIVES . . . EVEN IF WRITTEN AND ARRANGED ACCURATELY MAY NOT NECESSARILY BE GOOD OBJECTIVES./

45. A hand fitting into a glove	THEY MUST BE DERIVED DIRECTLY FROM A GOAL. THAT IS, THE BEHAVIORAL OBJECTIVE MUST HAVE A LOGICAL RELATIONSHIP TO THE GOAL, LIKE A GLOVE FITS A HAND./
46. Copy: choose list define complete recognize name	IN WRITING BEHAVIORAL OBJECTIVES YOU MAY BE TEMPTED TO RESTRICT THEM TO SIMPLE BEHAVIORS SUCH AS "CHOOSING" AND "LISTING."/
47. Dramatic masks	MORE COMPLEX BEHAVIOR REFLECTS EMOTIONS OF STUDENTS. THESE BEHAVIORAL OBJECTIVES ARE MORE DIFFICULT TO WRITE, BUT SHOULD NOT BE OVERLOOKED. THE MANUAL AND PROCEDURAL GUIDE ON BEHAVIORAL OBJECTIVES PROVIDED BY CPSS WILL HELP YOU./
48. Flow chart	IT'S HARD WORK TO WRITE OBJECTIVES THAT ARE MEANINGFUL AND IMPORTANT. THAT'S WHY THE STEPS IN THIS TASK PROVIDE SEVERAL REVIEW POINTS WHERE OBJECTIVES ARE REVISED AND REFINED. IN THIS PROCESS, IT'S IMPORTANT TO ASK TWO GENERAL QEUSTIONS./
49. "PROGRAM GOALS" standing in front of a mirror	DO THE BEHAVIORAL OBJECTIVES ACCURATELY REFLECT PROGRAM GOALS?/
50. Five pennies equaling one nickel	AND, IS THERE A SUFFICIENT NUMBER OF BEHAVIORAL OBJECTIVES TO ACHIEVE EACH GOAL?/
51. Maze with solution outlined in red	WRITTEN CAREFULLY, BEHAVIORAL OBJECTIVES WILL DESCRIBE WHAT THE ACTOR, USUALLY A STUDENT, MUST KNOW, BE ABLE TO DO, OR FEEL IN ORDER TO MEET A GOAL./
52. An adult cranking behavioral objectives from a mimeo machine	WRITING GOOD BEHAVIORAL OBJECTIVES IS NOT JUST A MECHANICAL PROCEDURE. THE QUALITY OF THE CONTENT OF YOUR OBJECTIVES IS FAR MORE IMPORTANT THAN THE PRECISION OF THEIR FORM./

53. Iceberg with tip showing above the water	TRIVIAL OBJECTIVES ARE EASY TO DEVELOP. YOUR TASK IS TO WRITE OBJECTIVES THAT ARE MEANINGFUL AND NECESSARY FOR STUDENTS. GOOD BEHAVIORAL OBJECTIVES SHOULD BE MORE THAN JUST THE TIP OF THE ICEBERG./
54. Steps outside a school, each step with name of a task	WRITING BEHAVIORAL OBJECTIVES IS AN IMPORTANT STEP IN CPSS. THE REFINED VERSIONS OF YOUR BEHAVIORAL OBJECTIVES WILL BE USED IN THE FORMATION OF CAREER DEVELOPMENT UNITS./
55. A montage of students in career costumes	THEREFORE, THE BEHAVIORAL OBJECTIVES YOU WRITE WILL PLAY AN IMPORTANT ROLE IN THE EFFECTIVENESS OF YOUR SCHOOL'S NEW CAREER GUIDANCE PROGRAM./
56. The End	
57. Disclaimer and sponsor credit frame	
58. Production credit frame	

SLIDE	AUDIO
1. Start and focus	
2. CVE presents	OPENING MUSIC. (START TAPE. IF YOU ARE USING THE MANUAL ADVANCE, ADVANCE IT THREE TIMES DURING THE MUSIC.)
3. CPSS	
4. Career Development Units	
5. Copy: Needs assessment	YOU INITIATED THE CPSS PROCESS BY DETERMINING THE CAREER DEVELOPMENT NEEDS OF YOUR STUDENTS./
6. Copy: Resource assessment	AND BY FINDING OUT WHAT RESOURCES ARE AVAILABLE TO SUPPORT EFFORTS TO MEET THOSE NEEDS./
7. Percentages, students, copy	AFTER CAREFUL DELIBERATION, GOALS, WERE PUT IN PRIORITY AND CERTAIN ONES WERE SELECTED FOR DEVELOPMENT./
8. Copy: CDUs	NOW, CAREER DEVELOPMENT UNITS, OR CDUs, ARE TO BE GENERATED BASED ON THIS INFORMATION./
9. Students facing collage	A CAREER DEVELOPMENT UNIT IS AN INSTRUCTIONAL OR GUIDANCE ACTIVITY THAT LEADS STUDENTS TO ACHIEVE ONE OR MORE GOALS SELECTED FOR IMPLEMENTATION./
10. Goal, students?	BUT BEFORE A CDU CAN ACTUALLY BE WRITTEN, REVIEWED, AND TAUGHT, THE STEERING COMMITTEE MUST DECIDE WHERE THE CDU CAN MOST EFFECTIVELY REACH STUDENTS./

11. Split: Students/resources	THE STEERING COMMITTEE DECIDES WHICH STUDENTS, BASED ON NEEDS, SHOULD PARTICIPATE IN THE UNIT.
12. Schedule	FOR INSTANCE, A CDU MAY BE IMPLEMENTED IN AN EXISTING COURSE OR/
13. Students at table	THE COMMITTEE MAY WANT TO START SPECIAL COURSES FOR CAREER DEVELOPMENT./
14. Split: Collage/student	ANOTHER STRATEGY MIGHT BE TO TAKE ADVANTAGE OF PROGRAMS OFFERED BY COMMUNITY AGENCIES THAT WOULD HELP STUDENTS TO ACHIEVE A PARTICULAR GOAL./
15. Group talking	ONCE IT IS DECIDED WHERE STUDENTS SHOULD RECEIVE THE INSTRUCTION, AN APPROPRIATE INSTRUCTOR IS IDENTIFIED./
16. Split: Teacher working alone/in class	THE CDU INSTRUCTOR IS RESPONSIBLE FOR DEVELOPING AND TEACHING THE CDU./
17. Procedural Guides	CPSS PROVIDES MATERIALS TO DIRECT THAT PERSON IN WRITING A COMPREHENSIVE CDU./
18. Procedural Guides with people	BUT IF FURTHER HELP IS NEEDED, THE RESOURCE, METHODS, AND BEHAVIORAL OBJECTIVES SPECIALISTS ARE AVAILABLE FOR CONSULTATION./
19. Committee reviewing	ONCE THE CDU IS WRITTEN, THE STEERING COMMITTEE REVIEWS IT BEFORE IT IS TAUGHT. THIS REVIEW IS A QUALITY CONTROL DEVICE AS WELL AS A COORDINATION CHECK WHICH IS VERY IMPORTANT WHEN MANY CDUs ARE BEING DEVELOPED./
20. Open book	REVIEW PROCEDURES ARE OUTLINED IN THE COORDINATOR'S HANDBOOK./

21. Copy: CDUs	NOW, LET'S LOOK AT THE ELEMENTS OF A CDU. A CDU HAS NO RESTRICTIONS ON LENGTH BUT SHOULD CONTAIN THIS BASIC INFORMATION:/
22. Highlight goal	THE GOAL THAT ACTIVITIES WILL ADDRESS . . ./
23. Highlight objectives	THE OBJECTIVES NEEDED TO ACHIEVE THE GOAL . . ./
24. Highlight instructor(s)	WHO WILL TEACH THE UNIT . . ./
25. Highlight student participants	WHICH STUDENTS WILL BE TAUGHT . . ./
26. Highlight time and place	WHEN AND WHERE THE UNIT WILL BE TAUGHT . . ./
27. Highlight methods/resources	WHAT METHODS AND RESOURCES WILL BE USED, AND . . ./
28. Highlight evaluation	HOW THE UNIT WILL BE EVALUATED./
29. CDU page	AN EXAMPLE OF A CDU CAN BE FOUND IN THE CDU PROCEDURAL GUIDE./
30. File	ONCE THE CDU IS TAUGHT, THE EVALUATION INFORMATION THAT INSTRUCTORS COLLECT WILL BE PLACED IN THE CPSS PROGRAM INFORMATION FILE./
31. People talking	IF THE SAME CDU IS TO BE IMPLEMENTED AGAIN, AN INSTRUCTOR WOULD USE THAT INFORMATION TO MAKE APPROPRIATE CHANGES./
32. Meeting notice	CDU EVALUATIONS WILL ALSO BE SUBJECT TO AN ANNUAL REVIEW BY THE STEERING COMMITTEE./
33. Class activities	CDUs CONTINUE TO OPERATE AS LONG AS STUDENTS SHOW A NEED TO ACHIEVE THE GOALS THEY ADDRESS, AND AS LONG AS RESOURCES ARE SUFFICIENT FOR THEIR SUPPORT./

34. Resources, arrow, goals	ONCE YOUR INITIAL SET OF GOALS HAS BEEN ADDRESSED SUCCESSFULLY, YOUR CAREER DEVELOPMENT PROGRAM CAN BE EXPANDED, BASED ON THE AVAILABILITY OF RESOURCES, TO INCLUDE OTHER GOALS AND MORE CAREER DEVELOPMENT UNITS./
35.	THE END
36. Disclaimer and sponsor credit frame	
37. Production credit frame	